

United States Marine Corps  
Command and Staff College  
Marine Corps University  
2076 South Street  
Marine Corps Combat Development Command  
Quantico, Virginia 22134-5068

MASTER OF MILITARY STUDIES

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**TITLE:**


Civil Engineer Corps Expeditionary Officership Course

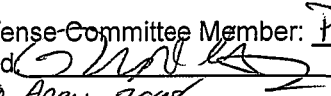
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## **Executive Summary**

**Title:** Civil Engineer Corps Expeditionary Officership Course

**Author:** Lieutenant Commander Laurie Scott, United States Navy

**Thesis:** Counterinsurgency (COIN) Operations will require that all officers, regardless of military occupational specialty, be prepared to lead across the entire spectrum of conflict.

**Discussion:** Traditional geographic boundaries associated with conventional warfare are not applicable in COIN operations. Combat and stability operations efforts are intertwined in a COIN operational environment, thus rear areas and/or safe zones do not exist. Since COIN operations are projected to dominate 21<sup>st</sup> century warfare, the Department of Defense directive 3000.05 established stability operations as a core U.S. military mission compatible with combat operations. Civil Engineer Corps (CEC) officers play a pivotal role in stability operations, thus they must be prepared to lead enlisted Seabees in the same environment that Marine and Army infantry units operate.

**Conclusion:** Civil Engineer Corps Officership Course (CECOC) is based primarily on The Basic School (TBS) model used by the United States Marine Corps. The course will use similar tools employed by Marines to provide CEC officers with the necessary foundational leadership tools to lead across the entire spectrum of conflict.

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## **CEC Expeditionary Officership Course**

### **Section I: A Case for Expeditionary Officership Education**

*"Leadership is flesh and blood"*

-Admiral C.A.H. Trost

#### **A. Officership Definition and History**

Officership serves as the basic foundation of military leadership and professionalism. The term officership is commonly used among military members and is referred to in countless military publications. Many officers and military scholars have attempted to define officership over the years. However, officership cannot be thought of as a term or a word for which a definition should be developed. As Major General Gary T. McCoy noted in *Developing Officership: It Starts at the Top*:

Officership should be considered 'a learned set of principles and values that guide an officer's judgment, decisions, behavior, philosophy and vision'. Like a recipe or formula, officership has many ingredients: values, courage, accountability, loyalty, responsibility, discipline, leadership, character, trust, and authority. Just like a recipe, each individual officer may even add a few more things to give it a distinct flavor.<sup>1</sup>

Many young Naval officers come to the Civil Engineer Corps (CEC) with some degree of officership principles, but may be confused regarding the vast difference between the level of importance placed on these principles in the

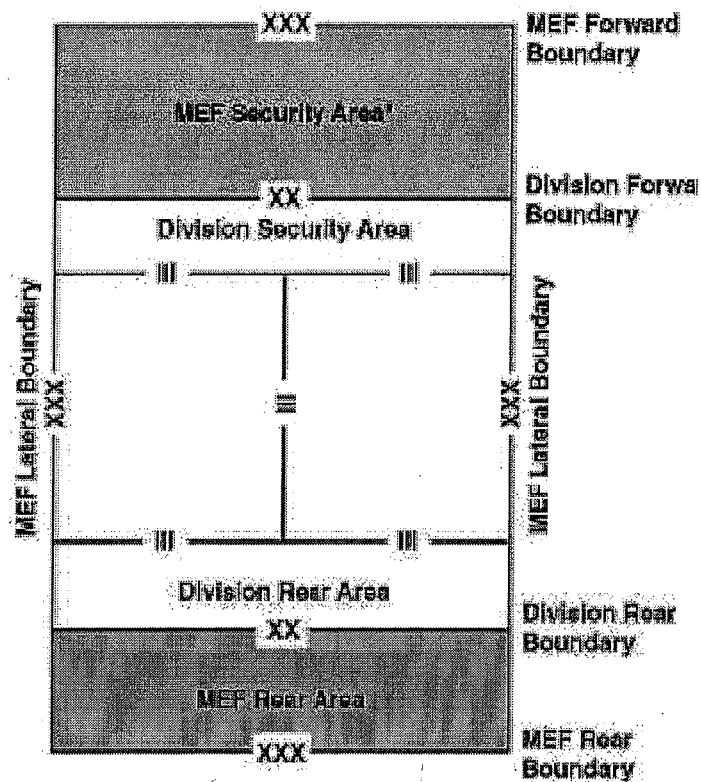
military, versus what they may have experienced in civilian life. The CEC has an obligation to provide these young officers with the structure and education that is so critical to their professional development as leaders. Civil Engineer Corps Expeditionary Officership Course (CECEOC) will lay the foundation to accomplish this mission and prepare CEC officers to effectively lead in war and peacetime environments.

## **B. Current Operational Environment**

Current warfighting doctrine supports the assignment of units to geographical boundaries to delineate areas of operation (figure 1). Marine Corps Doctrinal Publication 1-0 defines a boundary as "a line that delineates surface areas for the purpose of facilitating coordination and deconfliction of operations between adjacent units, formations or areas. They are used to define the forward, flank, and rear limits of an area of operation (AO) and when possible should be drawn along identifiable terrain to aid in recognition."<sup>2</sup>

Geographical boundaries that define traditional areas are not as distinct in counterinsurgency (COIN) operations. Kinetic and stability operations efforts are intertwined in a COIN operational environment, thus rear areas and/or safe zones do not exist. CEC Officers must be prepared to lead Seabees in the same COIN environment that infantry Marines and soldiers operate. This is not to suggest that CEC officers should receive the same training as infantry officers,





\* The MAGTF commander may assign the ACE an AO. Normally the ACE will not subdivide this AO.

Figure 1: Conventional Warfare Area of Operations (source MCDP 1-0)

but they should be given similar leadership tools that Marines give every officer, regardless of military occupational specialty (MOS). Although CEC officers play a prominent role in the contingency construction effort associated with any military operation, the officer's duty is not confined to explicit orders or task; but extends to any situation involving allegiance to the commissioning oath.

### **C. 21<sup>st</sup> Century Warfare – Stability Operations**

"Stability operations encompass many types of operations that are conducted in coordination with other instruments of national power to reestablish and maintain a safe and secure environment and provide essential government services, emergency infrastructure reconstruction, and humanitarian relief, as required."<sup>3</sup>

Department of Defense directive 3000.05 established "stability operations as a core U.S. military mission that the Department of Defense shall be prepared to conduct and support. They shall be given priority comparable to combat operations and be explicitly addressed and integrated across all DoD activities including doctrine, organizations, training, education, exercises, material, leadership, personnel, facilities, and planning."<sup>4</sup>

In discussing future leaders, General David Petraeus noted that the military needs officers who are "pentathlete leaders...this is a leader that is comfortable throughout the spectrum of conflict, not just at the high end or the low end but can function anywhere throughout it...No matter what the operational theme or the type of operation, you are always conducting some mix of offense, defense, and – and the 'and' is underlined literally in the manual – and stability operations."<sup>5</sup> Undoubtedly CEC officers will play a prominent role in stability operations, thus they must be prepared to lead across the entire spectrum of conflict.

### D. Civil Engineer Corps Expeditionary Readiness Pipeline

Civil Engineer Corps Officer School (CECOS) currently offer two courses to prepare junior officers for tours in the Naval Construction Force (figure 2). The first, Civil Engineer Corps Officer Basic Qualification, is a thirteen-week course designed to orient newly-commissioned CEC officers, and officers recently transferred to the CEC, to the role of the CEC in the Navy. The course includes a two-week block of instruction focused on Naval Construction Force (NCF) fundamentals. The second, Construction Battalion Operations, is a two-week course designed to prepare the CEC officer and Seabee Chief Petty Officer for a tour with a NCF operating unit or training command. The course includes a staff planning exercise. CECEOC differs from the aforementioned courses as it will focus on building essential officership skills to effectively lead enlisted personnel.

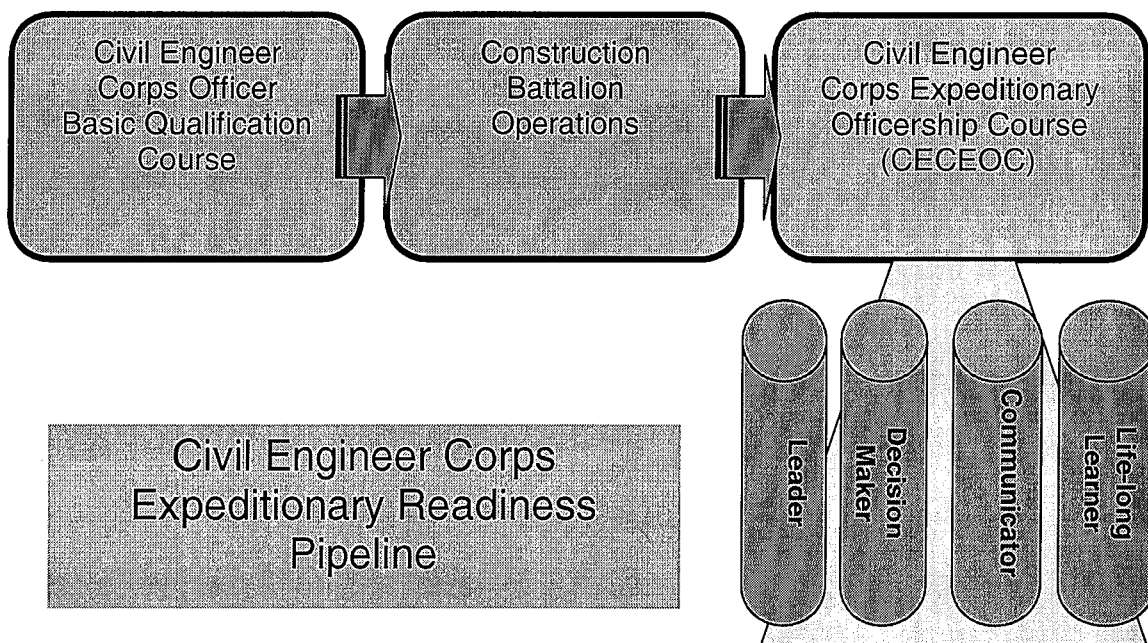


Figure 2: CEC Expeditionary Readiness Pipeline

CECEOC serves to play a critical role in the expeditionary readiness pipeline that will primarily focus on educating vice training junior officers. While training and education do not exist independently of one another, the concepts are very different. "Training is the acquisition of concrete skills that permits one to perform to standard. Therefore, training may be defined as an experience, discipline, or a regimen that causes people to acquire new predetermined behaviors...Education on the other hand, is that which is oriented toward developing leaders and decision makers. Education is drawing out of students' creative ability – the intangible human aspect – oriented toward providing the abstract ability to make decisions, the product of which is a creative mind."<sup>6</sup> CECEOC will accomplish its educational mission by focusing on the four pillars of officership: leader, decision maker, communicator and life-long learner.

#### **E. Basis for POI and Instructors**

The course of instruction outlined for CECOC is based on The Basic School (TBS) model employed by the U.S. Marines Corps. TBS program of instruction (POI) is executed over six months and focuses on instilling the four pillars of officership in all Marine officers regardless of their respective MOS. CECEOC will focus on exposing junior officers to the four pillars of officership over four weeks. While four weeks is the baseline for comprehensive exposure to the four pillars of officership, more can be accomplished if additional weeks are authorized.

Similar to TBS, Lieutenants should serve as primary instructors to underpin the reality of the officer as the leader. This further reinforces the accountability that solely belongs to the officer, vice the necessary experience the Chief Petty Officer brings to the Naval Construction Force (NCF).

## **Section II: Civil Engineer Corps Expeditionary**

### **Officership Course Program of Instruction**

*"The right to command for the officers of the Civil Engineer Corps was  
essential if the Seabees were to be effective"*

-Admiral Ben Moreell

#### **A. Mission**

The mission of the Civil Engineer Corps Expeditionary Officership Course (CECEOC) is to educate junior officers in the high standards of Officership knowledge required to prepare them for leadership in the Naval Construction Forces (NCF).

#### **B. Philosophy**

Officer students have successfully completed pre-commissioning evaluation and screening and will be accorded all the privileges, respect, and obedience due them by virtue of the commission held. CECEOC environment is designed to develop and stimulate initiative, self-reliance, confidence and baseline tactical knowledge.

#### **C. Goals**

The goal of CECEOC is to prepare junior officers for demanding leadership assignments within the NCF while establishing an officership framework for a successful naval career. Each phase of instruction serves to reinforce the four pillars of officership outlined below:

1. Leader. Realizing the prerequisite for effective leadership is the officer's strength of character, CECEOC strives to build on this seminal strength by adding the required officership skills and instincts to lead Seabees in peace and war. Every officer will be taught to understand their duty as a leader and the inherent responsibilities that are the leader's alone.
2. Decision Maker. CECEOC strives to instill a bias for action and a willingness to make decisions. Officers will be taught to analyze situations, weigh the consequences of potential actions, and act decisively. Each course of instruction will emphasize the leader's obligation for decision making and the acceptance of responsibility for those decisions. Officers will understand their moral authority for decision making is their character.
3. Communicator. CECEOC strives to train officers in communicating clearly, both in writing and orally, in tactical or administrative settings. Officers will be taught the importance of their words and given the tools to speak confidently, issue clear, meaningful orders and guidance, counsel effectively, and critique meaningfully.

4. Life long Learner. A key goal throughout each course of instruction will be to develop within each student a thirst for professional military education that will continue throughout his/her career, regardless of duration. Through the application of history, professional reading, and current events, students will be taught the essentials of officership and energized to undertake its life-long study.

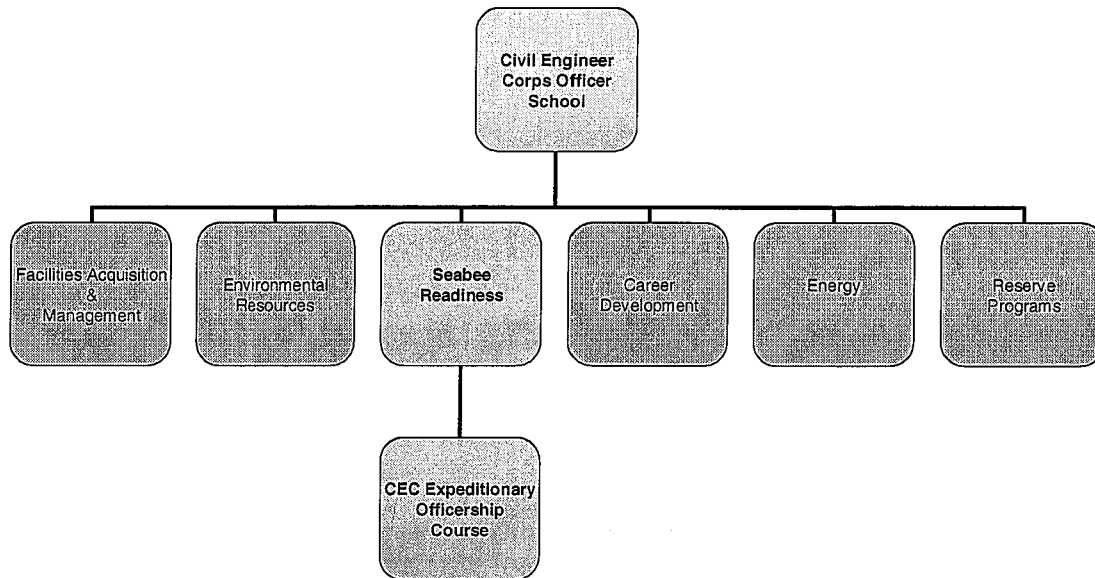
#### **D. End State**

The end state for the CECEOC is a junior officer who:

- Understands the rightness of the grave decision to serve America
- Will decide and act with confidence and determination
- Has acquired a baseline understanding of tactics
- Understands that character and integrity count for everything in peace and war
- Understands that the highest calling is doing one's duty, and for whom the words honor, courage and commitment are the touchstones for a lifetime



## E. Structural Alignment

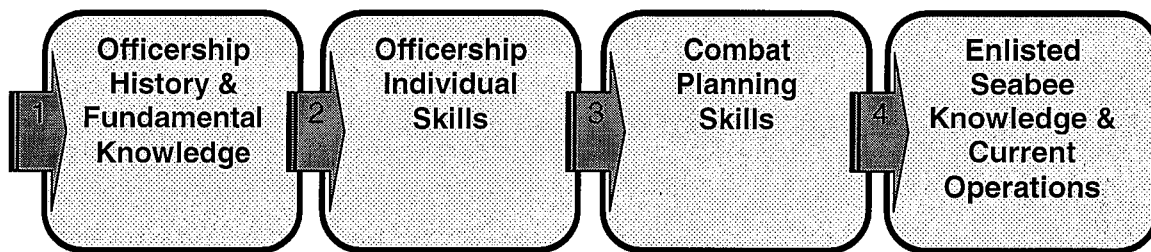


**Figure 3:** Proposed CECEOC Structural Alignment

To maintain the unity of effort for training CEC Officers, the CECEOC should align under Civil Engineer Corps Officer School (CECOS). Relative to other potential locations (i.e. Gulfport, Washington, DC...), CECOS has the facilities and instructional infrastructure in-place to mitigate the amount of resources required to establish CECEOC. Two to three additional Lieutenant billets can be readily added to the Seabee Readiness division under CECOS to serve as instructors (figure 3).

## F. Execution

CECEOC program of instruction (POI) is executed in four phases (Figure 4) implemented over 20 days totaling 215 hours. By following the TBS model, the POI can be easily assembled by utilizing the detailed instructor and student guides developed by the Marine Corps.



**Figure 4:** CECEOC Four Phases of Instruction

Phase 1: Officership History & Fundamental Knowledge phase of instruction will expose junior officers to officership fundamentals and relevant CEC/Seabee contributions to US military history. Educational objectives will be accomplished via lectures, discussion groups, tactical decision games, guest speakers and examination.

Phase 2: Officership Individual Skills phase of instruction will expose junior officers to various aspects of field exercises. Educational objectives will be accomplished via lectures, discussion groups, tactical decision games, sand table exercises, practical applications, guest speaker and examination.

Phase 3: Combat Planning Skills phase of instruction will expose junior officers to combat elements to consider in company level planning for field exercises.

Educational objectives will be accomplished via lectures, discussion groups, tactical decision games, sand table exercises, practical applications, guest speaker and examination.

Phase 4: Enlisted Seabee Knowledge & Current Operations phase of instruction will provide an overview of the enlisted seabee career path, evaluation system and issues facing the enlisted seabee. This phase of instruction will also provide insight into the current expeditionary operational environment. Educational objectives will be accomplished via lectures, discussion groups, guest speakers and examination.

## G. Phase 1 Program of Instruction\*\*

	CEC Expeditionary Officership Course Lesson Plan (Draft 2)			
	Event	Hrs	Lesson ID	Concept / Objective of Event
Phase 1: Officership History & Fundamental Knowledge	Course Overview	1.00	B000151	
	CEC Expeditionary Officership Overview	1.00	B000195	
	Military Correspondence	1.00	B030096	Familiarize students with military correspondence. The lesson will include an introduction to military correspondence, importance of proper correspondence, example of various types of correspondence and Naval directives.
	Military Speaking	1.00	B130596	Teach students how to verbally communicate in order to effectively convey information and/or decisions to Seabees.
	Military Ethics	1.00	B130736	Explain professional military ethics in order to understand how to set the example and hold Seabees accountable. Topics range from Naval Core values to leadership traits to the moral compass.
	Military Ethics Discussion Group	1.00	B130756	Facilitate discussion on professional military ethics in order to build the foundation for officer leadership.
	Operational Risk Mgmt (ORM)	1.00	B130786	Explain the Navy/CEC order and policy on operational risk management.
	Operational Terms and Graphics (CBT)	1.00	B130836	Familiarize students with the Marine Corps operational terms and graphics in order to interpret and apply them correctly during the POI.
	Operational Terms and Graphics	0.50	B130836	
	Warfighting	1.00	B130876	Familiarize students with the Marine Corps Warfighting philosophy and how to apply this during daily leadership, tactical decision making, and mission execution.
	Warfighting Discussion Group	2.00	B130896	Facilitate discussion and improve students' understanding of the Marine Corps Warfighting philosophy, including specific focus on the triad of maneuver warfare.
	Human Factors	1.00	B130916	The intent of this lesson is to familiarize students with the human factors associated with combat and actions they can take as a leader to mitigate before, during, and after combat.
	Law of War/Intro to Rules of Engagement	1.50	B130936	Familiarize students with the Law of War and provide a very brief orientation to rules of engagement.
	Code of Conduct	1.00	B131056	Introduction to the Code of Conduct.
	Security of Classified Materials	1.00	B141176	Teach students how to maintain the security of classified materials.
	Role of Military History	2.00	B4W6559	Provide the student with an example of how to conduct an in-depth study of one historical battle.
	Utilities Inspection	1.00	B1X0713	Ensure that students maintain serviceable utilities, abide by, and know the United States Navy utility uniform regulations.
	Officership Foundation	2.00	B1X0856	Familiarize students with an introduction to the four pillars of leadership, what it is to be an officer (meaning of commission), and the intangibles of being an officer in order to assist in their own development.
	Officership Discussion Group	2.00	B1X1873	Facilitate discussion in order to internalize key points from the reading into individual development of Officership.
	Decisionmaking	1.00	B2B2277	Teach students to make decisions in order to solve problems, complete tactical or garrison plans and accomplish the mission.
	Decisionmaking Tactical Decision Game (TDG)	1.00	B2B2357	Force students to make decisions in a time pressured and limited information environment in order to better prepare students to make decisions in the POI and operational forces. Students also apply military speaking skills, Marine Corps leadership skills,
	Military Law	2.50	B304818	Familiarize students with the Military Justice System in order to prepare them for their duties as a commissioned officer.
	Judge Advocate General Manual	1.50	B304858	Familiarize students with the Judge Advocate General Manual (JAGMAN) in order to prepare them for their duties as a commissioned officer.
	Combat Ethics Discussion Group	1.00	B4W6829	Facilitate discussion on combat ethics in order to reinforce the foundation of officer leadership in each student. This is the second part of the military ethics discussion group package.
	Week 1 Exam	2.00		
	War Theorist	1.00		
	History of CEC	2.00		
	History of Seabees	2.00		
	Guest Speaker (Phase 1)	2.00		
	Standards of Conduct	1.00		
	Standards of Conduct DG	2.00	B141096	Facilitate discussion to give students a better understanding of standards of conduct issues including the policy and programs of equal opportunity, sexual harassment, fraternization, substance abuse and the Navy policy on homosexual conduct.
	Rules of Engagement Extension	1.00	B4Q5259	Re-emphasize Rules of Engagement to students following the brief introduction. This extension class will highlight the integration of ROE into tactical planning and operational culture.
	Rules of Engagement DG	1.00	B4Q5279	Facilitate discussion on ROEs in order to better prepare students to make decisions in the POI and operational forces.
	Total for Phase I	44.00		

### LEGEND

STEX: Sand Table Exercise

CBT: Computer Based Training

DG: Discussion Group

TDG: Tactical Decision Game

\*\*Events are not outlined in order of execution

\*Marine Corps TBS has detailed student and instructor guides available for each event with an applicable lesson ID number

## H. Phase 2 Program of Instruction\*\*

CEC Expeditionary Officership Course Lesson Plan (Draft 2)			
Event	Hrs	Lesson ID	Concept/ Objective of Event
Individual Field Equipment	2.00	B161736	Teach students the care, wear, and purpose of individual field equipment as well as how to tie basic knots.
Weapons Handling & Safety	4.00	B161792	Familiarize students with weapons handling and safety techniques before they begin live firing at the range. This instruction is purposed to prevent accidents or injury due to careless handling of the weapons.
Military Topographic Map I	2.50	B181936	Familiarize students with the military topographic map in order to prepare them for follow on classroom and field instruction in land navigation.
Direction	1.50	B181996	Familiarize students with determining direction on the military topographic map in order to prepare them for follow on classroom and field instruction in Land Navigation.
Location	1.50	B182016	Familiarize students with determining location on the military topographic map in order to prepare them for follow on classroom and field instruction in land navigation.
Military Topographic Map II	3.00	B182036	Familiarize students with the military topographic map in order to prepare them for follow on classroom and field instruction in land navigation. Focus is on water, natural, and man-made features as well as on terrain analysis.
Lensatic Compass	1.00	B182056	Familiarize students with using the lensatic compass in order to prepare them for follow on classroom and field instruction in Land Navigation.
Land Navigation Practical Application	5.00	B182116	Introduce students to land navigation skills. Students will practice in a guided and supervised manner determining compass error, applying compass error, determining pace count, mapping skills, route planning skills, navigation skills, and search pattern.
Communication Equipment	2.00	B191716	Familiarize students with military communication equipment, methods, and procedures.
Communication Equipment Practical Application	3.00	B191956	Familiarize students with a Combat Operations Center (COC), communication equipment, utilization, and procedures in order to prepare them for field use of communication equipment.
Communication Equipment Performance Exam	2.00	B191976XP	Administer the Communications Performance Exam in accordance with (IAW) TBS requirements.
Combat Orders Foundation Computer Based Training (SMEAC)	2.00	B2B2397	Teach students the fundamentals of receiving, writing, and issuing combat orders.
Combat Orders Foundations (SMEAC)	2.00	B2B2377	Teach students to receive orders and develop appropriate written or verbal orders in order to convey decisions to subordinates and accomplish the mission.
Maneuver Warfare Tactical Decision Game (TDG)	1.00	B2B2417	Give students the opportunity to practice making decisions in a time pressured and limited information environment in order to better prepare students to make decisions in the POI and operational forces. This tactical decision game (TDG) will reinforce wa
Combat Orders Discussion Group	3.00	B2B2457	Facilitate discussion on the 5 paragraph combat orders format in order to give students a better understanding of combat orders.
Tactical Planning Process	2.00	B2B2477	Teach students tactical planning in order to determine the estimate of the situation and execute the troop leading process.
Tactical Planning Tactical Decision Game (TDG)	1.00	B2B2557	Allow students to practice making decisions in a time pressured and limited information environment focusing on determining the enemy's center of gravity and critical vulnerability as it relates to tactical planning in order to better prepare students to
Using Terrain Models (Sand Tables)	1.00	B2B2577	Teach students how to construct terrain models in order to accurately represent terrain, commander's tactical plan, and facilitate the issuance of orders.
Tactical Planning Sand Table Exercise (STEX)	2.00	B2B2757	Give students an opportunity to receive a verbal order and use tactical planning to develop a plan with time and information constraints and then verbally give the order using a terrain model in order to better prepare students to make decisions in the PO
Guest Speaker (Phase 2)	3.00		
Week 2 Exam	2.00		
Combat Reports (CBT)	2.00	B192216	Familiarize students with enemy threat vehicles using CBT, in order to identify enemy threat vehicles and accurately report enemy equipment.
Total for phase 2	48.50		

LEGEND
STEX: Sand Table Exercise
CBT: Computer Based Training
DG: Discussion Group
TDG: Tactical Decision Game

\*\*Events are not outlined in order of execution

\*Marine Corps TBS has detailed student and instructor guides available for each event with an applicable lesson ID number

## I. Phase 3 Program of Instruction\*\*

CEC Expeditionary Officership Course Lesson Plan (Draft 2)			
Event	Hrs	Lesson ID	Concept/ Objective of Event
Intelligence	1.00	B2A2157	Familiarize students with intelligence in order to explain intelligence, identify intelligence resources, identify information that supports intelligence collection and Commander's information requirements
Principles of Fire Support	2.00	B2C2437	Familiarize students with the Principles of Fire Support in order to prepare them for follow on classroom and field instruction in combined arms
Fire Support Planning	2.00	B2C2797	Familiarize students with Fire Support Planning, targeting, as well as offensive and defensive considerations for planning targets in order to improve their understanding and use of the fire support plan portion of the basic operation order and to prepare
Introduction to Rifle Squad Tactics	2.00	B2F2737	Introduce students to tactics, warfighting functions, and tactical tasks (operational terms) in order to prepare them for follow on classroom and field instruction.
Combat Service Support	2.00	B2G3217	Intent of this lesson is to familiarize students with combat service support in order to allow the student to determine and request combat service support for operations
Scouting and Patrolling Operations	2.00	B2H3317	Present the details of scouting and patrolling operations to students in order to prepare them for follow on classroom and field instruction.
Security Patrol Demonstration	1.00	B2H3337	Provide the student with a visual concept and knowledge of basic patrolling procedures. Such procedures include immediate actions drills and crossing danger areas. This will prepare the student for the patrolling FEX and the written exam.
Security Patrol Tactical Decision Game	1.00	B2H3357	Force students to make decisions in a time pressured and limited information environment in order to better prepare students to make decisions in the POI and operational forces. Students also apply military speaking skills, Marine Corps leadership skills,
Introduction to Rifle Platoon Tactics	2.00	B3J3638	Introduce students to the rifle platoon in the offense in order to prepare them for follow on classroom and field instruction.
Introduction to Crew Served Weapons	1.00	B3M4078	Introduce students to crew served weapons in order to prepare them for follow on classroom and field instruction.
Machine Gun Employment	2.00	B3N4478	Provide a foundation of knowledge on machine gun employment in order to prepare them for follow on classroom and field instruction.
Rockets, Missiles, & Mortars Employ	1.00	B3N4498	Provide a foundation of knowledge on rocket and missile employment in order to prepare them for follow on classroom and field instruction.
Convoy Operations	2.00	B3P4878	Provide students instruction on convoy operations.
Convoy Operations (STEX)	2.00	B3P4958	Give students an opportunity to receive a verbal order and use tactical planning to develop a plan pertaining to motorized convoy operations within time and information constraints and then verbally give the order using a terrain model in order to better prepare students to make decisions in the POI and operational forces
Embarkation	2.00		
Rifle Squad Offensive and Def tactics	2.00	B2F2837	Present the details of the rifle squad to students in order to prepare them for follow on classroom and field instruction.
Rifle Squad Offensive TDG	1.00	B2F2877	Allow students to practice making decisions in a time pressured and limited information environment focusing on the rifle squad in the offense in order to develop student rapid tactical planning, decision making, and employment of basic squad offensive te
Introduction to Rifle Platoon Tactics	2.00	B3J3638	Introduce students to the rifle platoon in the offense in order to prepare them for follow on classroom and field instruction.
Rifle Platoon in the Offense	2.00	B3J3718	Discuss the details of the rifle platoon in the offense in order to prepare students for follow on classroom and field instruction.
Rifle Platoon in the Offense (STEX)	2.00	B3J3758XP	Give students an opportunity to work with the rifle platoon in the offense in addition to practicing military speaking in order to better prepare students to make decisions in the POI and operational forces.
Introduction to Engineering	1.00	B3L3998	Familiarize students with basic military engineering, employment of engineer assets, and the application of engineer planning considerations in support of offensive and defensive operations.
Engineering in the Off / Def	2.00	B3L4038	Familiarize students with the employment of engineer assets in and the application of engineer planning consideration in support of offensive and defensive operations.
Improvised Explosive Devices (IED)	2.00	B3L4118	Familiarize students with IEDs, how to react to, and how to plan for IEDs.
240G (CBT)	2.00	B3M4138	Teach students the fundamentals of the M240G Medium Machine Gun.
240G ISMT	2.00	B3M4318	Provide students with ISMT-E instruction and practical application on weapons platoon crew served weapons.
Military GPS	2.00	B3M4338	Familiarize students with the AN/PSN-11 Military Global Positioning System (GPS). Students will learn the capabilities, operation and maintenance of the GPS with particular emphasis on how to determine location and how to navigate via 2D slow and 2D Fast.
Machine Gun (STEX)	2.00	B3N4538	Give students an opportunity to work with machine gun employment in a garrison environment in addition to practicing military speaking, leadership skills, and interaction with terrain models.
Intro to Urban Ops	1.00	B4R5359	Introduce the student to Urban Operations.
Urban Patrolling	2.00	B4T5579	Familiarize students with urban patrolling in order to prepare them for follow on classroom and field instruction in OOTW, and military operations in urban terrain field exercise.
Urban Patrolling TDG	1.00	B4T5639	Force students to make urban patrolling decisions in a time pressured and limited information environment in order to better prepare students to make decisions in the POI and operational forces. Students also apply military speaking skills, Marine Corps I
Guest Speaker (Phase 3)	3.00		
Total for phase 3	54.00		

Phase 3: Combat Planning Skills

### LEGEND

STEX: Sand Table Exercise

CBT: Computer Based Training

DG: Discussion Group

TDG: Tactical Decision Game

\*\*Events are not outlined in order of execution

\*Marine Corps TBS has detailed student and instructor guides available for each event with an applicable lesson ID number

## J. Phase 4 Program of Instruction\*\*

CEC Expeditionary Officership Course Lesson Plan (Draft 2)			
	Event	Hrs	Lesson ID
Phase 4: Enlisted Seabee Knowledge & Current Ops	Fitness Reports	1.50	B3K3738
	Personnel Records	1.00	B3K3958
	Enlisted Promotion System	1.00	B3K3978
	Educational Opportunities for Enlisted Personnel	1.00	
	Develop Training Plans	2.00	B3X5178
	Develop Training Plans Discussion Group (DG)	2.00	B3X5198
	Cultural Awareness	2.00	B4Q5299
	Current Operations	1.50	B4W6279
	Current Operations Book Discussion Group	2.00	B4W6573
	Joint Operations	1.00	B4W6819
	The Enlisted Seabee	1.00	B4X6379
	Petty Officer (PO) Panel	1.50	B4X6399
	Petty Officer Discussion Group	1.00	B4X6409
	Leading Seabees Discussion Groups	2.00	B4X6439
	The Chief Petty Officer (CPO) Panel	1.00	B4X6419
	Chief Petty Officer Discussion Group	1.00	B4X6429
	Marine Air Ground Task Force (MAGTF) Fundamentals	1.00	B120636
	The Role of the State Department & NGOs	1.00	
	Guest Speaker (Phase 4)	2.00	
	Marine Corps Planning Process	1.00	
Admin/ Other	Total for phase 4	27.50	
	Make-up Time	3.00	
	Admin Time	4.00	
	PT	20.00	
	Class Dinner	4.00	
	Graduation	2.00	
	Cmdr/Discretionary Time	8.00	
	Total for admin/other	41.00	
<b>TOTAL FOR ALL HOURS</b>		<b>215.00</b>	

### LEGEND

STEX: Sand Table Exercise
CBT: Computer Based Training
DG: Discussion Group
TDG: Tactical Decision Game

\*\*Events are not outlined in order of execution

\*Marine Corps TBS has detailed student and instructor guides available for each event with an applicable lesson ID number

## Notes

Notes appear in shortened form. For full details, see the appropriate entries in the bibliography.

1. McCoy, *Developing Officership: It Starts at the Top*, 5.
2. MCDP 1-0, *Marine Corps Operations*, 4-8.
3. Perito, *Guide for Participants in Peace, Stability, and Relief Operations*, 234
4. *Department of Defense Directive 3000.05*, 2
5. Petraeus, *Transforming Military Training: Using the Lessons of the Past to Build the Army of the Future*, 16,18.
6. Anderson, *Foundations For Teaching: A Philosophy for the Marine Corps University*,



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1. McCoy, Gary T. *Developing Officership: It Starts at the Top*. Air War College, Maxwell AFB, Alabama, 1996.
2. *MCDP 1-0, Marine Corps Operations*, Headquarters Marine Corps, Washington, DC, 2001.
3. Perito, Robert M. *Guide for Participants in Peace, Stability, and Relief Operations*. United States Institute of Peace Press, Washington, DC, 2007.
4. *Department of Defense Directive Number 3000.05*. November 2005.
5. Petraeus, David H. *Transforming Military Training: Using the Lessons of the Past to Build the Army of the Future*, The Brookings Institution, Washington, DC. 2006.
6. Anderson, Philip. *Foundations For Teaching: A Philosophy for the Marine Corps University*